



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1GN404 Didaktik och läroplansteori - inriktning fritidshem, 7,5
högskolepoäng

Didaktik and Curriculum Theory - Extended School Education, 7.5
credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2018-05-15

Revised 2020-01-31 by Faculty of Social Sciences. Revision of the course literature.

The course syllabus is valid from spring semester 2020

Prerequisites

1GN400 Perspectives on the Teacher Assignment and the School in Society - Extended School Education, or the equivalent.

Objectives

The aim of the course is for students to develop knowledge of and proficiency in didactics and curriculum theory. The emphasis of the course is placed on the considerations teachers are faced with during planning, implementation and evaluation of teaching and how these considerations also take place in relation to the conditions, processes and results of the educational practice.

After completing the course, students shall be able to:

- demonstrate knowledge of and proficiency in didactics and curriculum theory through planning, discussion and analysis of educational activities for the professional practice for which the education is intended
- describe the fundamental features of the Swedish as well as the international research field of didactics and curriculum theory
- by the use of didactic models, discuss the aspects of valid knowledge and on what grounds content is chosen, organised and presented
- critically analyse the preschool class, extended school and school on the basis of a societal as well as an individual perspective, with regard to a few aspects of the relation between conditions, processes and results
- critically analyse the policy documents and study resources of the education from

a perspective of change.

Content

Knowledge of the conditions and basis of learning is discussed through questions on the choice of content, how learning environments are created, the preferred structure, how participation may be stimulated, successful feedback on learning outcomes, and how we may ensure the intended learning outcomes. The course problematizes issues on how citizens are shaped through the educational system, and what/who determines what is considered valid knowledge and on what grounds content, knowledge, experiences and values are selected, organised and presented within the various practices in the educational system.

In didactic and curriculum theoretical models and perspectives, the relations between pupil, teacher, content and society are key aspects, as well as questions concerning the factors that have an impact on conditions, processes and results. In terms of the content, the structure and fundamental principles of the curriculums are discussed in relation to the above-mentioned background, as well as what is being managed over time, what is changing and the requirements and expectations aimed at the educational system in terms of developing frameworks, activities and results. Didactic and curriculum theoretical aspects are related to study resources in a broader sense, including so called multimodality. Didactics and curriculum theory are also discussed on the basis of a gender as well as an international perspective, and the students develop in this respect comparative and critical skills.

The key content of the course discusses the mission, governance and changes of the preschool class, extended school and school, as well as the didactic aspects important to the relation between teaching, education and learning.

Professional Basis and Professional Progression

The knowledge base and the professional progression are supported by means of the students developing their didactic knowledge of and skills in planning, implementation and evaluation, as well as developing a reflective and distanced approach, where for instance curriculums and study resources are understood in a change perspective. Students develop a professional understanding of the different conditions and basis of teaching and learning in view of for instance a gender as well as an international perspective. Students learn in this way how to identify and define didactic issues and make assessments relevant to their professional practice and with reference to various social aspects.

Scientific Approach and Scientific Progression

Students account for and critically examine previous research, didactic models and curriculum theories, as well as reflect on how research may contribute to the development of their own professional practices, and by this supporting the scientific as well as the professional progression. The course clarifies the connection between scholarly ideas, the philosophy of education and the scientific traditions of didactics, and how curriculums are developed in various times and societies. Students learn how to perform content analyses of curriculums and study resources, and discuss and evaluate these on the basis of scientific theories.

Type of Instruction

Teaching takes place in the form of lectures, seminars and group assignments. Field studies may be included. The forms of instruction support the development of professional communicative skills as well as a critical and democratic proficiency.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Students' knowledge development and learning are expressed through written as well as oral communication, and knowledge, proficiency and skills are continuously challenged on the basis of the educational objectives. Examination takes place by means of written and oral assignments and presentations.

Irrespective of the examination method, it is the individual student's performance that is assessed and graded. More detailed information about the examination formats and the assessment criteria is given in the course study guide.

In order to receive a grade of Pass in the course, the course objectives shall be attained.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously. The results are presented to the departmental bodies and the programme council concerned.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 1GN204 Didactics and Curriculum Theory, for Teachers in Leisure Time Centres, 7.5 credits

Other

Any additional costs that may arise in connection with assignments and the like, are paid for by the students themselves. The course is included in the Primary Teacher Programme, with a specialisation in Extended School.

Required Reading and Additional Study Material

Elvstrand, Helene, Lago, Lina & Simonsson, Maria. (Eds.). (2019). *Fritidshemmets möjligheter: att arbeta fritidspedagogiskt*. Lund: Studentlitteratur. ISBN 9789144119953 (chapter 1-2, ca. 46 p.)

Håkansson, Jan & Sundberg, Daniel (Latest edition). *Utmärkt undervisning: framgångsfaktorer i svensk och internationell belysning*. Stockholm: Natur & Kultur. (309 p.) ISBN 9789127133440

Lindström, Gunnar & Pennlert, Lars Åke (Latest edition). *Undervisning i teori och praktik – en introduktion i didaktik*. Fundo Förlag, (93 p.)

Selander, Staffan & Åkerfeldt, Anna. (2016). Design i lärande. I *Leda och lära i tekniktäta klassrum*. Stockholm: Skolverket Lärportalen. (7 p.) (Available for download on skolverket.se)

Skolverket. (2014). *Fritidshem: allmänna råd med kommentarer*. Stockholm: Skolverket. ISBN 9789175591155 (available for download on skolverket.se)

Skolverket. (Latest edition). *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet, Lgr11* (Available for download on skolverket.se) (ca. 20 p.)

Wahlström, Ninni. (Latest edition). *Läroplansteori och didaktik*. Malmö: Gleerup Utbildning. (213 p.)

Åkerfeldt, Anna & Selander, Staffan. (2016). Design för lärande. I *Skolverket: Leda och lära i tekniktäta klassrum*. Stockholm: Skolverket Lärportalen. (8 p.) (Available for download on skolverket.se)

Policy documents and scientific articles also included.

